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17. ABSTRACT (MAX. 250 WORDS)

The Ford Foundation projects include: the preparation of reading materials for non-English speaking bilingual pupils entering the first grade; the revision of Fries American English Series for non-English speaking bilingual pupils who can read and write in their own vernacular; the preparation of audio-visual material for bilingual students, and the establishment of a bilingual school. The school is to be organized in Dade County primarily for Cuban refugees.

The first three projects are in the planning stages. Staff orientation is to be accomplished through summer in-service workshops. Materials developed in the summer program will be utilized in the bilingual school.

The school will begin with twelve groups of pupils: four groups each in first, second, and third grades. Two teacher groups will include native speakers of English, and two, native speakers of Spanish within each grade level. The inter-cultural relationships will allow each cultural group to adjust to the other's abilities and environment.

Information on school organization, scheduling, classroom activity, teacher aide schedules and the long range testing program are included.

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ED 001 005

October 29, 1963

TO: Dr. Joe Hall, Superintendent and Secretary

FROM: Dr. Pauline M. Rojas, Director, Ford Foundation Project
Mr. Ralph F. Robinett, Assistant Director, Ford Foundation Project

SUBJECT: A REPORT- PROGRESS REPORT ON FORD FOUNDATION PROJECTS

PART ONE - INTRODUCTION

The projects to which we are committed under the Ford Foundation grant are as follows:

1. The preparation of reading materials for non-English speaking bilingual pupils entering first grade.

2. The revision or adaptation of the books of the Fries American English Series for non-English speaking bilingual pupils who can read and write their vernacular.

3. The preparation of guides and audio-visual materials for teachers of bilingual pupils.

4. The establishment of a bilingual school.

THE STAFF

Pauline M. Rojas, Director
Ralph F. Robinett, Assistant Director
Paul W. Bell, Coordinator for Bilingual Education
Herminia M. Cantero)
June Granger)
Rosa G. Inclan) Teacher - Writers
Mildred B. Lash)
Mary E. Perdue)

CONSULTANT SERVICES

Among the specialists who have agreed to look over our work and advise us are: Dr. Charles A. Ferguson, Director of the Center for Applied Linguistics; Dr. Theodore Clymer, President of the International Reading Association; Dr. C. C. Fries, a linguist in the field of English, now retired from the University of Michigan; Dr. Ross R. Macdonald, a linguist in the field of English, now working

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on a machine translation project in Washington; Dr. Warren C. Cutts, specialist for reading of the U. S. Office of Education; and Dr. Alfred S. Hayes, Assistant Director for Research Center for Applied Linguistics.

We are in the process of contacting at present Dr. John B. Carroll, psychologist at Harvard; Dr. Nelson Francis, linguist in the field of English at Brown University; Dr. David Reed, linguist interested in reading at U.C.L.A., and Dr. Wallace Lambert, psychologist at McGill University in Montreal.

PART TWO - OVERVIEW OF PROGRESS TO DATE

The grant became operative on January 1, 1963, the staff at that time consisting of the coordinator and the director only. The assistant director took over his duties on March 1, with instructions to spend some time acquainting himself with the on-going bilingual program for Cuban refugee pupils and with Dade County schools in general. In the late spring it was decided that the bilingual school would be organized in Coral Way Elementary and that an in-service curriculum workshop would be held there during the summer for the teachers who would teach the bilingual groups in the fall. This workshop would be held simultaneously with the in-service training workshop for teachers of English as a second language in the county wide bilingual program for Cuban refugee pupils. Both the Assistant Director and the Coordinator for Bilingual Education participated full time in these summer in-service training workshops. Almost all of the other members of the staff were to some degree involved in these summer programs. The Director also spent approximately three weeks visiting workshops on the teaching of English as a second language in Phoenix, Arizona; Tuscon, Arizona; San Jose, California; and Albuquerque, New Mexico. On August 1, work began on the reading materials project and on September 3, classes began in the bilingual school.

The staff is now working on the language units upon which the reading materials will be based. As the language materials and reading materials are prepared, they will be submitted to specialists for their suggestions, then revised, and finally tried out this year in certain classrooms of Spanish-speaking first graders in Dade County. It is expected that by next fall a body of materials will be ready to be tried out in other areas where there are large numbers of Spanish-speaking pupils, provided arrangements can be made with school systems in suitable locations. For the time being nothing is being done on the revision of the Fries Series books nor on the audio-visuals. The revision project will be started as soon as the reading materials projects gets well enough along that part of the staff can be freed for working on it. The audio-visuals will be a natural outgrowth of the various materials as they are developed.

We feel that we have an excellent staff, among whom there is a variety of abilities and talents. We are satisfied that in spite of the unavoidable delay in getting organized and the time devoted to the summer programs, we are moving ahead satisfactorily.

PART THREE - SPECIAL REPORT ON THE BILINGUAL SCHOOL

Our bilingual school represents a unique venture in American education. To our knowledge it is the only one of its kind to have been established so far. Because of the unusual interest it has aroused, we are including herein a detailed report on its organization and functioning.

PMR:RFR/am

PROGRESS REPORT ON THE BILINGUAL SCHOOL PROJECT

Expected Outcome

The expected outcomes of the program in bilingual instruction initiated in the Coral Way Elementary School are as follows:

1. The participating pupil will have achieved as much in the way of skills, abilities, and understandings as he would have had he attended a monolingual school and in addition will have derived benefits which he could not have attained in a monolingual school.

2. He will be approximately as proficient in his second language as he is in his first. If he is a skilled reader in his first language, he will be a skilled reader in his second language. If he has mastered the fundamental processes and concepts in arithmetic in one language, he will handle them equally well in the other language. If he can express himself clearly and adequately in his first language he will be able to do likewise in the other language.

3. He will be able to operate in either culture easily and comfortably.

4. He will have acquired consciously or unconsciously an understanding of the symbolic nature of language and as a result will be able to achieve greater objectivity in his thinking processes.

5. In general terms he will be more acceptive of strange people and cultures and will thus increase the range of his job opportunities.

6. He will have skills, abilities and understandings which will greatly extend his vocational potential and thus increase his usefulness to himself and the world in which he lives.

7. He will broaden his understanding of people and the world and be able to live a richer fuller and more satisfying personal life.

Organization

During the first year of this project, 1963-64, twelve groups of pupils are involved: four first grade groups; four second grade groups; and four third grade groups. At each of the grade levels, two groups are made up of native speakers of English and two of native speakers of Spanish. An additional grade level will be added each year until the six grade levels will be participating.

There are twelve teachers and three teacher aides working in the program. The teachers at each grade level are paired off into teams consisting of one native speaker of English and one native speaker of Spanish. The native English speaking teacher of each team is responsible for the academic instruction in English of one group of native English speaking pupils and one group of native Spanish speaking pupils. The native Spanish speaking teacher is responsible for the academic instruction in Spanish of these two groups of pupils. The three teacher aides assist in the music, art, physical education, and supervised play activities in all three grade levels, and use both English and Spanish as media of instruction.

The pupils participating in the bilingual program will receive approximately half of their instruction in each language. The time devoted in instruction in the second language is staged so as to increase the proportion gradually. During the first year the staging affects all three grade levels. In subsequent years it will affect the first grade only. The time allotted to the learning of the basic skills and concepts compares favorably with the time regularly allotted in Dade County in monolingual schools, the only difference being that in the bilingual school the time is divided between the two languages. In the beginning stages the basic skills and concepts are always introduced in the first language of the child. These skills and concepts are then incorporated into the second language program as part of a language learning experience. In this way the child reinforces the concepts and skills and at the same time advances in his mastery of the second language.

Selection of Participants

The pupils in the program are pupils who would normally attend the Coral Way School. Inasmuch as the native Spanish speaking pupil in the school have been proportionately fewer than the native English speaking pupils, it has been necessary to open enrollment to Spanish speaking pupils from nearby Riverside and Shenandoah Elementary schools. Participation is voluntary and provision has been made for pupils who do not choose to participate. Participation is not limited to pupils with records of superior academic achievement. Only a few pupils with extremely low records were screened out after consultation with their parents. In general, the pupils reflect the normal range of the school population.

The native English speaking teachers were selected from interested faculty in the school and participated in an in-service training program during the summer of 1963. The native Spanish speaking teachers and the teacher aides were selected in part from the staff of the school and in part from other schools; all were experienced personnel of the Dade County system who had successfully completed a special training course at the University of Miami.

Teacher Training and Curriculum Development

As part of the summer in-service training program, a curriculum workshop was held, in which all teachers and aides working in the bilingual program participated. In this workshop, the principal, teachers, and aides, with the cooperation of consultants from the staff of the Board of Public Instruction, developed detailed plans and schedules for all aspects of the curriculum. In seven curricular areas, special attention was given to problems resulting from the bilingual nature of the program. Detailed linguistic sequences for the English as a second language and Spanish as a second language were developed in order to incorporate the concepts of the several content areas in the curriculum. Science was given special attention because the availability of parallel texts in English and Spanish make it possible to sharpen the science concepts through their study in divergent cultural settings. Spanish as the vernacular was given special attention because no satisfactory program was available and one had to be created. Music, art, and physical education were given special attention because in these areas intracultural relations will be greatest in the organization as it now stands. In all areas of the curriculum, the program in the bilingual school incorporates and is in harmony with the regular Dade County program as it appears in the official curriculum bulletins.

For the instruction in English, the state adopted texts in the school continue to be used. The only English texts especially ordered for the bilingual program are the three titles of the 1961 Heath Science Series, which served as the basis for the Spanish edition to be used in the program. For the instruction in Spanish, three series of texts were ordered: a Spanish basal reader series, the Spanish translation of the science series mentioned above, and a Spanish health series. All of these series are new and published by American publishers, and reflect modern American pedogogy in their approach to the content. Supplementary reading and reference materials in Spanish have been ordered for the library.

Long Range Evaluation

A design for evaluating the bilingual program is now being prepared. Appropriate devices are being assembled, such as standardized tests for English as a second language and general ability tests in Spanish, and contacts are being made for cooperative research with other school systems concerned with English as a second language or bilingual instruction.

Evaluation of Progress to Date

An analysis of the development of the program thus far leads us to conclude that the project is moving satisfactorily. The careful selection of personnel and the preliminary planning have been major factors contributing to a smooth beginning of a complex project. At this time two administrative problems confront the project: the need for increased enrollment of Spanish speaking pupils and the need for regrouping pupils in accordance with their proficiency in the second language. Both problems are under consideration and solutions can be expected in the immediate future. On the instructional level the basic need is for cooperative planning and teaching in the area of second language instruction. A systematic approach to this problem will be initiated by the end of the current month.

APPENDIX A -- STAFF

CORAL WAY BILINGUAL ELEMENTARY SCHOOL

PRINCIPAL		ASST. PRINCIPAL
Mr. J. Lee Logan		Mrs. Betty R. Adams
FIRST GRADE	**ENGLISH**	**SPANISH**
Team I	Mrs. Marjorie Cook	Mrs. Marta Sierra
Team II	Mrs. Shirley Borden	Mrs. Lourdes Menéndez
SECOND GRADE	**ENGLISH**	**SPANISH**
Team I	Miss Marilyn Paepke	Miss Haydeé Iglesias
Team II	Mrs. Margaret Heydrick	Mrs. Julieta González
THIRD GRADE	**ENGLISH**	**SPANISH**
Team I	Mrs. Frances Dye	Mrs. Josefina Sánchez
Team II	Mrs. Geraldine Martin	Mrs. Magda Lecours

AIDES

Mrs. Teresa Brito

Mrs. Eneida Guernica

Mrs. Marta Pineiro

CONSULTANTS

Mr. Paul Bell
Mrs. Herminia Cantero
Mrs. Rosa Inclán
Mr. Ralph F. Robinett
Dr. Pauline M. Rojas
Miss Lois Taylor

APPENDIX B

TIME DISTRIBUTION

GRADE ONE

WEEKS	TOTAL TIME	VERNACULAR	BOTH LANGUAGES	SECOND LANGUAGE	SECOND LANGUAGE DISTRIBUTION
1-4 Incl.	210	190	-0-	20	(Enrichment (Songs, Games
5-12 Incl.	330	175	95*	60	(Enrichment (Systematic Drill (Arithmetic
13-24 Incl.	330	140	95*	95	(Enrichment (Systematic Drill (Arithmetic (Social Studies (Science, Health, Art
25-36 Incl.	390	140	95*	155	(Enrichment (Systematic Drill (Arithmetic (Social Studies (Science, Health, (Reading, Art

* Supervised Play	20
Lunch	30
Physical Education	30
Music	15
T O T A L	95

GRADE TWO

WEEKS	TOTAL TIME	VERNACULAR	BOTH LANGUAGES	SECOND LANGUAGE	SECOND LANGUAGE DISTRIBUTION
1-6 Incl.	390	195	100*	95	(Enrichment (Systematic Drill (Arithmetic
7-12 Incl.	390	165	100*	125	(Enrichment (Systematic Drill (Arithmetic (Reading
13-36 Incl.	390	145	100*	145	(Enrichment (Systematic Drill (Arithmetic (Reading (Social Studies (Science (Health

* Supervised Play	20
Lunch	20
Physical Education	30
Music	20
T O T A L	90

GRADE THREE

WEEKS	TOTAL TIME	VERNACULAR	BOTH LANGUAGES	SECOND LANGUAGE	SECOND LANGUAGE DISTRIBUTION
1-6 Incl.	390	195	100*	95	(Enrichment (Systematic Drill (Arithmetic
7-12 Incl.	390	165	100*	125	(Enrichment (Systematic Drill (Arithmetic (Reading
13-36 Incl.	390	145	100*	145	(Enrichment (Systematic Drill (Arithmetic (Reading (Social Studies (Health

* Supervised Play	20
Lunch	30
Physical Education	30
Music	20
T O T A L	90

APPENDIX C

D A I L Y S C H E D U L E S

GRADE ONE
WEEKS 1-4 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:35	50	Language Arts (Reading
9:35-9:55	30	Supervised Play
9:55-10:15	20	Language
10:15-11:00	45	Social Studies, Health, Arithmetic, Art
11:00-11:30	30	Lunch
11:30-11:50	20	Second Language
11:50-12:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE ONE
WEEKS 5-12 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:35	50	Language Arts (Reading)
9:35-9:55	20	Superivsed Play
9:55-10:25	30	Language Arts, (Reading con't., Writing, Language)
10:25-11:00	30	Arithmetic, Science and Health
11:00-11:30	30	Lunch
11:30-12:30	60	Second Language (Enrichment, Systematic Drill, Arithmetic)
		TEAM I
12:30-1:00	30	Physical Education
1:00-1:15	15	Music
1:15-1:50	35	Social Studies, Art
1:50-2:00	10	Evaluation
		TEAM II
12:30-12:45	15	Social Studies
12:45-1:00	15	Music
1:00-1:30	30	Physical Education
1:30-1:50	20	Art
1:50-2:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE ONE
WEEKS 13-24 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:35	50	Language Arts (Reading)
9:35-9:55	20	Supervised Play
9:55-10:35	30	Language Arts (Reading Con't., Writing, Spelling, Language)
10:25-11:00	30	Arithmetic, Science, Health and Social Studies
11:00-11:30	30	Lunch
11:30-12:30	60	Second Language (Enrichment, Systematic Drill, Arithmetic)
		TEAM I
12:30-1:00	30	Physical Education
1:00-1:15	15	Music
1:15-1:50	35	Second Language (Science, Health, Social Studies, Art)
1:50-2:00	10	Evaluation
		TEAM II
12:30-12:45	15	Second Language (Science, Health)
12:45-1:00	15	Music
1:00-1:30	30	Physical Education
1:30-1:50	20	Second Language (Social Studies, Art)
1:50-2:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE ONE
WEEKS 25-36 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:35	50	Language Arts (Reading)
9:35-9:55	20	Supervised Play
9:55-10:25	30	Language Arts (Reading con't., Writing, Spelling, Language)
10:25-11:00	30	Arithmetic, Science, Health, Social Studies
11:00-11:30	30	Lunch
11:30-12:30	60	Second Language (Enrichment, Systematic Drill, Arithmetic)
		TEAM I
12:30-1:00	30	Physical Education
1:00-1:15	15	Music
1:15-1:50	35	Second Language (Social Studies, Science, Health, Art)
1:50-2:50	60	Second Language (Reading)
2:50-3:00	10	Evaluation
		TEAM II
12:30-12:45	15	Second Language (Science and Health)
12:45-1:00	15	Music
1:30-1:50	20	Second Language (Social Studies, Art)
1:50-2:50	60	Second Language (Reading)
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE TWO
WEEKS 1-6 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:55	70	Language Arts (Reading and Spelling)
9:55-10:15	20	Supervised Play
10:15-10:35	20	Science and Health
10:35-10:55	20	Art
10:55-11:15	20	Social Studies
11:15-11:45	30	Lunch
11:45-12:15	30	Arithmetic
12:15-12:45	30	Language Arts (Language and Writing)
		TEAM I
12:45-1:30	45	Second Language (Enrichment, Systematic Drill, Language, Arts)
1:30-2:00	30	Physical Education
2:00-2:20	20	Music
2:20-2:50	30	Second Language (Arithmetic and Drill)
2:50-3:00	10	Evaluation
		TEAM II
12:45-1:40	55	Second Language (Enrichment, Systematic Drill, Arithmetic)
1:40-2:00	20	Music
2:00-2:30	30	Physical Education
2:30-2:50	20	Second Language (Drill con't.)
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE TWO
WEEKS 7-12 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:55	70	Language Arts (Reading, Language, Spelling, Writing)
9:55-10:15	20	Supervised Play
10:15-10:35	20	Science and Health
10:35-10:55	20	Art
10:55-11:15	20	Social Studies
11:15-11:45	30	Lunch
11:45-12:15	30	Arithmetic
		TEAM I
12:15-1:30	75	Second Language (Enrichment, Systematic Drill, Reading)
1:30-2:00	30	Physical Education
2:00-2:20	20	Music
2:20-2:50	30	Second Language (Arithmetic and Drill con't.)
2:50-3:00	10	Evaluation
		TEAM II
12:15-1:40	85	Second Language (Enrichment, Systematic Drill, Reading)
1:40-2:00	20	Music
2:00-2:30	30	Physical Education
2:30-2:50	20	Second Language (Arithmetic and Drill con't.)
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE TWO
WEEKS 13-36 INCLUSIVE

TIME	MINUTES	ACTIVITY
8:30-8:45	15	Opening Activities
8:45-9:55	70	Language Arts (Reading, Language, Spelling, Writing)
9:55-10:15	20	Supervised Play
10:15-10:35	20	Science, Health, Social Studies
10:35-10:55	20	Art
10:55-11:15	20	Arithmetic
11:15-11:45	30	Lunch
11:45-11:55	10	Arithmetic con't.
11:55-1:10	75	Second Language (Enrichment, Systematic Drill, Reading)
		TEAM I
1:10-1:30	20	Second Language (Science, Health, Social Studies
1:30-2:00	30	Physical Education
2:00-2:20	20	Music
2:20-2:50	30	Second Language (Arithmetic and Drill con't.)
2:50-3:00	10	Evaluation
		TEAM II
1:10-1:40	30	Second Language (Science, Health, Social Studies and Drill)
1:40-2:00	20	Music
2:00-2:30	30	Physical Education
2:30-2:50	20	Second Language (Arithmetic and Drill con't.)
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE THREE
WEEKS 1-6 INCLUSIVE

TIME	MINUTES	ACTIVITY
		TEAM I
8:30-8:45	15	Opening Activities
8:45-9:05	20	Music
9:05-10:15	70	Language Arts (Reading and Language)
10:15-10:35	20	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Language Arts (Spelling and Writing)
11:30-12:00	30	Lunch
12:00-12:45	45	Science, Health, Social Studies
12:45-1:30	45	Second Language (Enrichment and Systematic Drill)
1:30-2:00	30	Physical Education
2:00-2:30	30	Second Language (Arithmetic and Drill con't.)
2:30-2:50	20	Art
2:50-3:00	10	Evaluation
		TEAM II
8:30-8:45	15	Opening Activities
8:45-10:15	90	Language Arts (Reading, Language, Spelling, Writing)
10:15-10:35	20	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Science and Health
11:30-12:00	30	Lunch
12:00-12:25	25	Social Studies
12:25-1:15	50	Second Language (Enrichment, Systematic Drill)
1:15-1:35	20	Music
1:35-2:00	25	Second Language (Arithmetic and Drill con't.)
2:00-2:30	30	Physical Education
2:30-2:50	20	Art
2:50-3:00	10	Evaluation

All subjects not listed as second Language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE THREE
WEEKS 7-12 INCLUSIVE

TIME	MINUTES	ACTIVITY
		TEAM I
8:30-8:45	15	Opening Activities
8:45-9:05	20	Music
9:05-10:15	70	Language Arts (Reading, Language, Spelling, Writing)
10:15-10:35	20	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Science, Health, Social Studies
11:30-12:00	30	Lunch
12:00-12:15	15	Science, Health, Social Studies con't.
12:15-1:30	75	Second Language (Enrichment, Systematic Drill, Reading)
1:30-2:00	30	Physical Education
2:00-2:30	30	Second Language (Arithmetic and Drill con't.)
2:30-2:50	20	Art
2:50-3:00	10	Evaluation
		TEAM II
8:30-8:45	15	Opening Activities
8:45-9:55	70	Language Arts (Reading, Language, Spelling, Writing)
9:55-10:15	20	Social Studies
10:15-10:35	30	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Science and Health
11:30-12:00	30	Lunch
12:00-1:15	75	Second Language (Enrichment, Systematic Drill, Reading)
1:15-1:35	20	Music
1:35-2:00	25	Second Language (Arithmetic and Drill con't.)
2:00-2:30	30	Physical Education
2:30-2:50	20	Art
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

GRADE THREE
WEEKS 13-36 INCLUSIVE

TIME	MINUTES	ACTIVITY
		TEAM I
8;30-8:45	15	Opening Activities
8:45-9:05	20	Music
9:05-10:15	70	Language Arts (Reading, Language, Spelling, Writing)
10:15-10:35	20	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Science, Health, Social Studies
11:30-12:00	30	Lunch
12:00-1:30	90	Second Language (Enrichment, Systematic Drill, Arithmetic, Reading)
1:30-2:00	30	Physical Education
2:00-2:30	30	Second Language (Science, Health, Social Studies, Drill con't.)
2:30-2:50	20	Art
2:50-3:00	10	Evaluation
		TEAM II
8:30-8:45	15	Opening Activities
8:45-9:55	70	Language Arts (Reading, Language, Spelling, Writing)
9:55-10:15	20	Social Studies, Science, Health
10:15-10:35	20	Supervised Play
10:35-11:05	30	Arithmetic
11:05-11:30	25	Second Language (Social Studies, Science, Health)
11:30-12:00	30	Lunch
12:00-1:15	75	Second Language (Enrichment, Systematic Drill, Reading)
1:15-1:35	20	Music
1:35-2:00	25	Second Language (Arithmetic, Drill con't.)
2:00-2:30	30	Physical Education
2:30-2:50	20	Art
2:50-3:00	10	Evaluation

All subjects not listed as second language are in the vernacular except sections underlined. Those underlined activities are assigned to the aides and permits the use of both languages.

During the Second Language period, the teachers exchange classes. The English teacher works with the Spanish pupils and the Spanish teacher works with the English pupils.

APPENDIX D

D A I L Y S C H E D U L E
AIDE ONE

TIME	MINUTES	
8:15-8:30	15	Supervise First Grade Corridor
8:30-9:05	35	Clerical Duties (Pupil Accounting Routine)
9:05-9:35	30	Planning Period
9:35-9:55	20	Supervised Play (Grade 1)
9:55-10:15	20	Supervised Play (Grade 2)
10:15-10:35	20	Supervised Play (Grade 3)
10:35-10:55	20	Art (Grade 2) Monday & Tuesday - Team I - English Wednesday & Thursday Team II - Spanish
11:00-12:00	60	Lunchroom Supervision
12:00-12:30	30	Lunch
12:30-1:00	30	Physical Education (Grade 1 - Team I)
1:00-1:30	30	Physical Education (Grade 1 - Team II)
1:30-2:00	30	Physical Education (Grade 2 - Team I)
2:00-2:30	30	Physical Education (Grade 2 - Team II)
2:30-2:50	20	Art (Grade 3 - Team I - English, Monday & Tuesday Team I - Spanish, Wednesday & Thursday Assist. Librarian - Friday

AIDE TWO

TIME	MINUTES	
8:15-8:30	15	Supervise Second Grade Corridor
8:30-9:05	35	Clerical Duties (Pupil Accounting Routine)
9:05-9:35	20	Planning
9:35-9:55	20	Supervised Play (Grade 1)
9:55-10:15	20	Supervised Play (Grade 2)
10:15-10:35	20	Supervised Play (Grade 3)
10:35-10:55	20	Art (Grade 2) Monday & Tuesday - Team I - English Wednesday & Thursday - Team II - Spanish
11:00-12:00	60	Lunchroom Supervision
12:00-12:30	30	Lunch
12:30-1:00	30	Physical Education (Grade 1 - Team I)
1:00-1:30	30	Physical Education (Grade 1 - Team II)
1:30-2:00	30	Physical Education (Grade 2 - Team I)
2:00-2:30	30	Physical Education (Grade 2 - Team II)
2:30-2:50	20	Art (Grade 3 - Team II - English - Monday & Tuesday Team II - Spanish - Wednesday & Thursday Clerical Duties - Friday

AIDE THREE

TIME	MINUTES	
8:15-8:30	15	Supervise Third Grade Corridor
8:30-8:45	15	Clerical Duties (Pupil Accounting Routine)
8:45-9:05	20	Third Grade - Team I - Sing
9:05-9:35	30	Planning
9:35-9:55	20	Supervised Play (Grade 1)
9:55-10:15	20	Supervised Play (Grade 2)
10:15-10:35	20	Supervised Play (Grade 2)
11:00-12:00	60	Lunchroom Supervision
12:00-12:30	30	Lunch
12:45-1:00	15	Grade 1 - Team II - Sing
1:00-1:15	15	Grade 1 - Team I - Sing
1:15-1:35	20	Grade 3 - Team II - Music
1:40-2:00	20	Grade 2 - Team II - Sing
2:05-2:25	20	Grade 2 - Team I - Sing
2:25-3:00	20	Clerical Duties

APPENDIX E

PROJECTED LONG RANGE TESTING PROGRAM

Testing 1963-64

1. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections.

   Are the test scores of the pupils in grades 2 through 6 the same as, higher than, or lower than those of previous years, for example 1960 and 1962?

   In 1966 when the pupils who are now in grades 2 and 3 are in grades 5 and 6, will the tests scores of these pupils be the same as, higher than, or lower than those of the pupils who are now in grades 5 and 6?

   Are the tests scores of the pupils in grades 2 and 3 of the English Sections the same as, higher than, or lower than the pupils in grades 2 and 3 of the Regular Sections?

   In subsequent years, will the tests scores of pupils who are in grades 2 and 3 in the English Sections be the same as, higher than, or lower than those of the pupils who are now in grades 2 and 3 of the Regular Sections?

2. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections of Coral Way with pupils in grades 2 through 6 in other schools.

   Have the test scores of the pupils in grades 2 through 6 in Coral Way been the same as, higher than, or lower than those of pupils in grades 2 through 6 in other schools in previous years, for example 1960 and 1962?

   Are the test scores of the pupils in grades 2 through 6 in Coral Way the same as, higher than, or lower than pupils in grades 2 through 6 in other schools?

   In subsequent years, will the test scores of the pupils who are now in grades 2 and 3 in Coral Way be the same as, higher than, or lower than those of pupils who are now in grades 2 and 3 in other schools?

3. Compare the growth in English of pupils in grades 2 and 3 of the Spanish Sections with the growth in English of Spanish-speaking pupils in other schools who have had all their schooling in Dade County.

   How well do Spanish-speaking pupils who study only half time in English compare with Spanish-speaking pupils who study full time in English?

Testing 1964-65

1. Compare pupils in grades 2 through 4 in the English Sections and pupils in grades 2 through 4 in the Regular Sections.

   How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. Compare pupils in grades 2 through 4 in the English Sections and Regular Sections against Coral Way pupils in grades 2 through 4 in 1962.

   How do English-speaking pupils in Coral Way in 1964 compare with the base line groups of 1962?

3. Compare pupils in grades 2 through 4 in the English Sections and Regular Sections with Regular pupils in other schools.

   How do English-speaking pupils in grades 2 through 4 of the bilingual school compare with regular pupils in other schools in 1964?

4. Compare the growth in English of pupils in grades 2 through 4 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.

   How do Spanish-speaking pupils who study in English half time compare with Spanish-speaking pupils who study in English full time?

5. Compare the general growth of pupils in grades 2 through 4 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.

   How do Spanish-speaking pupils who study in Spanish half time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?

Testing 1965-66

1. **Compare pupils in grades 2 through 5 in the English Sections and pupils in grades 2 through 5 in the Regular Sections.**

   How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. **Compare pupils in grades 2 through 5 in the English Sections and Regular Sections against Coral Way pupils in grades 2 through 5 in 1962.**

   How do English-speaking pupils in Coral Way in 1965 compare with the base line groups of 1962?

3. **Compare pupils in grades 2 through 5 in the English Sections and Regular Sections with regular pupils in other schools.**

   How do English-speaking pupils in grades 2 through 5 of the bilingual school compare with regular pupils in other schools in 1965?

4. **Compare the growth in English of pupils in grades 2 through 5 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.**

   How do Spanish-speaking pupils who study in English half time compare with the Spanish-speaking pupils who study in English full time?

5. **Compare the general growth of pupils in grades 2 through 5 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.**

   How do Spanish-speaking pupils who study in Spanish half time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?

Testing 1966-67

1. Compare pupils in grades 2 through 6 in the English Sections and pupils in grades 2 through 6 in the Regular Sections.

   How do English-speaking pupils in the English Sections compare with pupils in the Regular Sections?

2. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections against Coral Way pupils in grades 2 through 6 in 1962.

   How do English-speaking pupils in Coral Way in 1966 compare with the base line groups of 1962?

3. Compare pupils in grades 2 through 6 in the English Sections and Regular Sections with regular pupils in other schools.

   How do English-speaking pupils in grades 2 through 6 of the bilingual school compare with regular pupils in other schools in 1966?

4. Compare the growth in English of pupils in grades 2 through 6 in the Spanish Sections and the growth in English of Spanish-speaking pupils in other schools.

   How do Spanish-speaking pupils who study in English half time compare with Spanish-speaking pupils who study in English full time?

5. Compare the general growth of pupils in grades 2 through 6 in the Spanish Sections with the general growth of Spanish-speaking pupils in a Spanish-speaking country.

   How do Spanish-speaking pupils who study in Spanish full time compare with Spanish-speaking pupils who study in Spanish full time in a Spanish-speaking country?

Testing - End of School Year 1966-67

1. Compare pupils in grade 6 in the English Sections and Regular Sections.

   How do the English=speaking pupils in the English Sections who have had two years of English monolingual instruction and four years of bilingual instruction compare with English-speaking pupils in the Regular Sections who have had six years of monolingual instruction?

2. Compare pupils in grade 6 in the Spanish Sections with pupils in grade 6 in the English Sections.

   How do Spanish-speaking pupils after two years of English monolingual instruction and four years of bilingual instruction compare in English curriculum with English-speaking pupils in the same instructional plan?

   How do Spanish-speaking pupils after two years of English monolingual instruction and four years of bilingual instruction compare in Spanish curriculum with Spanish-speaking pupils in the same instructional plan?

Testing 1967-68, 1968-69

The pattern of testing of 1966-67 would be continued for 1967-68 and 1968-69, at which time pupils who began in the first grade in the bilingual program will be finishing the sixth grade.

	Starting 3rd Grade	Starting 2nd Grade	Starting 1st Grade
1963-64	3	2	1
1964-65	4	3	2
1965-66	5	4	3
1966-67	6	5	4
1967-68		6	5
1968-69			6